FEB 8 - 1932

February 8, 1932

JOURNAL OF EDUCATION

The National School Weekly

BOSTON 10¢ A COPY

VOL. CXV, NO. 6 BY THE YEAR, $3.00

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

The Washington Meeting

IT IS IMPORTANT beyond expression that Congress will be celebrating the George Washington Bicentennial at the time the superintendents are in session in Washington. The Department of Superintendence has never had anything comparable to the combination of circumstances that will greet its members February 20th to 25th.

The National Education Association has never had anything in its experience comparable to the situation at this meeting. President Broome has arranged for a pilgrimage of the Department to Mt. Vernon. President Broome will lay a wreath on George Washington's tomb and Florence Hale will lay a wreath on the tomb of Martha Washington. Certainly nothing as interesting a patriotic service by the educators of America has been done before. There will also be a pilgrimage to the Old Christ Church in Alexandria, to the Lincoln Memorial Building and to the tomb of the Unknown Soldier.

Certainly there could be no more fortunate combination of personality and professional leadership of city and country than in the presidencies of the National Education Association and its greatest department.

The proximity of Philadelphia to Washington makes it natural for President Broome to be there frequently and deal directly with all the interests that will centre there in the February meeting.

New American Education

THE world crisis is creating an entirely new American education as far removed from public tax-supported schools as the latest achievement in electricity is from the first.

Public schools, tax supported, were created by Horace Mann in Massachusetts, 1837 to 1841.

It required the intensive leadership of Horace Mann from 1826 to 1846 to create a reliable public sentiment, far and near, to establish an American education which was more or less dominant until the approach of the New American

education which has been forming since 1927.

The great problem is the length of time that will be required to firmly establish as the "New American education" the incidental activities which have claimed attention since 1920.

White Collar Welfareists

WHITE collar educationists and welfareists are out of commission. It was aristocratic until recently to educate and comfort persons of leisure but quite plebeian to sympathize with those who had no leisure.

The world crisis is the greatest promoter of equality, social and financial, that mankind has ever known. White collar distinction has lost its significance.

Dr. Butler's Achievements

THE president of Columbia University enjoyed the culmination of attainments of an exceptional personality, and of achievements in an unprecedented range of activities last year.

The Nobel prize was a recognition of service to civilization that has come to few Americans.

Dr. Butler has been an appreciated adviser of many governments in the Old World and the New.

Despite his absence from university activities, Columbia University received $28,000,000 from personal gifts and estates, which surpassed anything in the twentieth century.

Lincoln School has a children's symphony, created by elementary grade pupils requiring twenty-five pages of twelve staffs, fifty-four notes to each staff.

The instruments—string, percussion, wind, and reed—were made by the elementary grade pupils, who played in the symphony they created.

This is the greatest known achievement in education.

Notwithstanding Dr. Butler's expansion of interest, he has greatly intensified his personal interest in all phases of the university.

The Metric System

PROFESSOR GUY M. WILSON, Boston University, takes another heroic attitude on education. We have been interested in the way he has ridiculed some sacred traditions in American education, but his new deliverance is more significant than any previous adventure of his.

He returns from a study of education in France especially, and in other European countries incidentally.

Professor Guy M. Wilson dares to say some things about the metric system that we have known no other recognized educational professionalists to say. He never says anything heroic without stating the facts behind his convictions.

Professor Guy M. Wilson says:—

"The metric system has been legal and permissive in this country since 1863, but it has made no progress. If it cannot make progress on merit, should it be made compulsory?

"There would be no advantage, but many disadvantages. The cost in replacement of tools and machinery alone would equal or exceed the billions we spent on the World War. The measures themslves would be less convenient. The school task of teaching the children would be increased. Our common measures are written into land measures, lot sizes, building measurements, sidewalks and pavements, filling stations, boilers and engines, railway tracks and equipment. The expense and inconvenience of adopting the metric system would be endless even after 100 years of compulsion."

This would be harmless were it not for the facts which he presents regarding the experience of France, which he reports:—

"Today in France after 120 years of teaching in the schools and ninety years of compulsion, two-thirds of the metric measures are not used, and in common trade and barter there is no more decimalization in France than in England or America.

"This 1930 volume on the metric system shows that the French people are still dreaming in terms of the French revolutionary propaganda. They hope to conquer the world with their 'higher civilization.'

"Since 1869 the French government has been active in promoting the metric propaganda. Fully two-thirds of the world's trade today is non-metric. It has not been successful with American business and manufacturing interests. It is the intellectual group who pass resolutions asking Congress to make the metric system compulsory—the women's clubs and learned societies."

American education never needed public appreciation as much as it needs it today. The tendency of the world crisis is demoralizing more than ever.

Self-Rating Scale

CHARACTER and conduct have come to be regarded as personal matters. The day has passed when persons young or old can confuse reputation and character.

Kansas has been a leader among the states for more than half-a-century in emphasizing this distinction. The State Teachers College at Emporia was one of the first educational institutions in the country to magnify the importance of character attainment in students and teacher. It was the first State Normal School west of the Missouri river to adopt the standards of the Bridgewater, Massachusetts, and Bloomington, Illinois, State Normal Schools.

We are reminded of this as we see the emphasis it places on "Character-Conduct, Self-Rating Scale," prepared by Professor Edward J. Brown of the faculty.

Belding's Page

Foreign Language Goals

FOREIGN languages in the curriculum have lately undergone a thoroughgoing appraisal, under the auspices of the Carnegie Foundation and with thousands of teachers co-operating.

While many divergences of opinion were found as to the real purposes of foreign language instruction, the prevailing thought seemed to be that the foremost aim of foreign language teaching should be to give the student facility in silent reading of the language studied. Ability to speak, to write or to listen to a foreign tongue—all are rated as illusory, since the majority of teachers admit that they cannot, in the time allotted to the subject in the average school, give pupils a mastery of these arts.

Observant laymen have often criticised the schools for their failure to impart a speaking acquaintance with any foreign language. Disparaging comparisons have been made between the success of European schools and the non-success of American schools in these respects. Perhaps an entirely different condition exists in Europe, where different races touch elbows, and people more readily acquire the speech of neighboring states. At any rate, foreign language instruction in this country makes poor headway in the several fields which the Carnegie investigation puts into the background of the picture. Pupils who have vainly struggled with the arts of speaking, writing and listening to foreign speech will rejoice if their teachers relax their efforts along those lines.

The cultural aims of foreign language instruction are placed second in importance, and the aim of developing a general language sense, with an effect upon the use and understanding of English, is accorded third place.

Well, more of us may begin to see what it is all about. And that will be something. But the fact remains that the study of languages, foreign languages particularly, occupies too large a share of the student's time in most academic or college preparatory courses. More familiarity with facts and principles in the ever-unfolding realm of science, both natural and social, should be granted during the secondary school period even to boys and girls who are heading for collegiate halls.

Reason Is a Newcomer

INSTINCT and emotion have been in the world a great deal longer than intellect and reason. In fact, the development of thought in human beings is so distinctly modern that a multitude of people have not yet caught up with it.

The real thinking of mankind is done by a rather small percentage of the whole number of persons. The rest are content to accept the thoughts which are handed out to them; to accept likewise the results of thought in the form of inventions, philosophies and systems.

The overwhelming majority of decisions are still made by the emotions, aided but little by judgment.

One main objective of education is the strengthening of the reasoning faculties. This can scarcely be accomplished by the stuffing of facts down pupils' throats. The faculty of thought has to be cultivated by practice in thought processes. The individual has to be put into situations requiring thought for their solution.

The doctors may disagree as much as they please as to whether ability acquired in one study carries over into another study. Certain it is that the habit of concentration, of assembling the factors in a problem and determining the right answer, is a habit which can be made of lasting service in adult life. It is a habit which every school and every teacher should assist in forming.

Nothing needs to be so carefully graded as the problems that are to be set before young minds. Problems that are too difficult tend only to discouragement and possible dishonesty. Problems that are within the power of the boy or the girl to grapple with become a means of encouragement and growth.

Wisdom is a combination of the power to reason and the practice of accepting reason as a guide.

Blessed are those teachers who, having wisdom themselves, are able to cultivate it in others, not by dogmatic demands of acceptance, but by the awakening of a zest for independent thinking and the demonstration of how it is done.

Silver Motif and Motive

A CIRCULAR that has recently gone out to alumnae and friends of Mt. Holyoke College is sufficiently unusual in both form and content to merit appreciation. Edged with a band of silver, the circular bears the heading: "Silver Lining for Student Clouds." It tells of several undergraduates who are unable to continue their schooling without financial help. The appeal is so well put that it is almost certain to bring the needful contributions to keep thirty-six girls from having to leave college in the middle of the year.

Anson W. Belding

Associate Editor.

Is Teaching a Profession?

By SAMUEL ENGLE BURR
Superintendent, Glendale, Ohio

"If we are to use present conditions as the standard of judgment, we must be frank to admit that the school teacher does not have a professional preparation equivalent to that possessed by those who enter law, medicine or the ministry."

I.—What Is a Profession?

REFERENCE to a number of well-known dictionaries reveals the fact that there are several shades of meaning to the word "profession" which is now so glibly used by people in many kinds of occupations. The definitions overlap a great deal, of course, and from them we may evolve such a composite statement as the following:—

A profession is an occupation which has these five qualifications:—

1. It requires a preparation of the academic educational type such as is offered in a liberal arts college. This is followed by specific preparation dealing with the work to be done, and often by a period of practice work or interneship.
2. The work done in the profession is ordinarily mental work rather than manual work.
3. The profession requires a special discipline or mode of behavior founded upon a code of ethics which commands respect.
4. The profession itself, the state, or some other body maintains a formal examination or its equivalent, which must be passed by those who have secured the necessary training before they are admitted to full professional status. In some cases a professional oath is required.
5. The work of the profession is considered of such importance as to require full-time attention and to hold life-long interest and participation on the part of those who enter upon it.

Judged by such standards, is teaching a profession?

II.—Preparation for Teaching

We still have within our ranks teachers who secured very little special training or educational background for their work, but more and more preparation is the order of the day. The two-year college or normal school experience is almost universally accepted throughout the country for teachers in the elementary schools, and four years of college experience is now the usual requirement for secondary school teachers. The tendency to increase this is marked, however, and in certain sections of the country four and five-year preparatory periods are now the rule for all teachers. Practically all new teachers who start upon their work now have had a certain amount of observation and practice teaching, but the actual interneship of a semester or of an entire year is still rare enough to be considered a novelty.

If we are to use present conditions as the standard of judgment, we must be frank to admit that the school teacher, and especially the classroom teacher, does not have a professional preparation equivalent to that possessed by those who enter law, medicine, or the ministry. Many superintendents, assistant superintendents, directors of departments, principals, and some classroom teachers, however, do approach, in their preparation, that which is possessed by those who enter the usually recognized professions.

III.—Mental Rather Than Manual Work

On this score the teacher is on the same level as that of the professional workers in other fields. Ordinarily teaching does not involve manual labor although if "we learn to do by doing" as Dewey preaches, surely the teacher should not hesitate to do manual labor in the classroom as a member of the group of pupils who are learning new things.

This type of work differs radically though from the work which was once done by the average teacher in the one-room rural school where it was quite customary for the school board to add from one to five dollars per month to the teacher's salary if he would agree to act as janitor also.

IV.—Professional Code of Ethics

To be effective, a code of ethics need not be definitely written out or formally adopted. The old established professions have maintained (after a fashion) certain modes of behavior and standards of conduct for hundreds of years, without written requirements. They do have written codes now and so does the teaching profession. The National Education Association code and several state and city codes are of a very high calibre, and are certainly equal to the written codes of the other professional groups.

The one weakness in our code is that we have

nc method for bringing it to the attention of all teachers, and hundreds of new workers come among us each year without knowing that such a code exists. This is being corrected now by the Teachers Colleges and Normal Schools, which present the code of ethics as a definite part of their preparatory work.

V.—Examination for Entrance

Lawyers and physicians must pass severe examinations before they are permitted to practice. Clergymen are carefully questioned by the church authorities before they are ordained. These tests are old and well known. Examinations for teachers who desire to secure certificates are much more recent, but they (or their equivalent requirements) are almost universal now throughout this and other countries. The certification laws are usually well enforced and they have done much to raise the standard of teaching work.

Most states issue certificates to teachers through the State Department of Education, and ordinarily several types of certificates are used, depending upon the adequacy of the candidate's preparation. Perhaps the certification laws are unfair to a few people who would be excellent teachers even though they cannot secure certificates, but in the long run these laws are necessary. They certainly have done much to take the appointment of teachers out of local politics and neighborhood favoritism, and to place it upon a professional plane.

VI.—Life Time Participation.

We seldom hear of a physician leaving his profession in order to sell life insurance. We rarely see a lawyer who turns his back upon the bar in order to sell encyclopedias. Even though a clergyman may be poorly paid, he usually stands by his calling. This holds true, whether the person is a man or a woman. Few women who have entered upon legal, medical or ministerial careers withdraw from them as soon as they marry, and the people with whom they deal as clients, patients or parishioners have little reason to inquire as to whether the woman lawyer, physician or minister is married or single.

But it is different with teaching. Many young men have entered this work with no intention of remaining in it. They have used it as a stepping stone to something else, or they have taught for a few years in order to save money to study for some other field. Many young women have entered the ranks expecting to teach only so long as they remain unmarried. They have not looked upon teaching as a life work to be continued throughout life regardless of their marital status.

Of course certain local Boards of Education have aggravated this matter by refusing to employ married women or women with bobbed hair, or women who smoke cigarettes, etc. But this has been a minor difficulty when compared with the unprofessional mind-set of the teachers themselves.

Again most superintendents, assistant superintendents, directors of departments, and principals seem to be nearer the professional level, for the people who hold such positions do show a marked tendency to continue with their work regardless of personal changes of one type or another. No doubt there is a direct connection between the greater amount of preparation which this group has secured and their regard for their calling as a life work.

Conclusion

Not until teachers are better prepared by education, travel and interneship, and not until they regard teaching as a life work can teaching be regarded as a fully developed and fully accepted profession on a par with medicine, law and the ministry. Other factors to be considered are already on a satisfactory plane.

Many superintendents, assistant superintendents, directors of departments, and principals, along with a smaller percentage of classroom teachers, are now on a really professional level. The tendency is definitely toward an improvement along the lines mentioned, and the time is not far distant when the whole group of public school workers will be on a generally recognized professional level.

If educational progress appears to be slow these days, how hard must it have been in those years when the school system was being established! Here is a summary written nearly a hundred years ago describing the unsettled conditions prevailing then:—

"Credit staggered and fell; trade was prostrated; prices shot upwards; bread riots broke out; business houses by the score were driven to the wall."

—Agnes Samuelson.

Evansville Stresses Mental Health

By GARRY CLEVELAND MYERS

Western Reserve University, Cleveland

ABOUT a year ago, serving on a mental hygiene program in Evansville, I visited the schools. Having told the superintendent that my chief interest was in observing evidence of a very wholesome teacher-pupil relationship I was conducted to numerous classrooms.

"We make your special interest our chief concern in Evansville," he informed me, and told me of the work of his visiting teachers, of the systematic study by each school principal with his teachers, of a book in mental hygiene, of the emphasis through the city on home-school relationships. Said he: "Twice a year there is a special meeting of the members of the Board of Education with the representatives of all the Parent-Teacher Associations, when the latter are requested to offer criticisms of the public school program and any suggestions for improvements which occur to them." In every classroom is a conspicuous sign, "Criticism is invited."

As I was led from school to school and room to room I saw the kind of thing I was looking for. Pupils in the grades and students in the high school were talking freely, and the teachers showed unusual consideration for each learner's personality. In one room I was particularly impressed. An adolescent boy stammered, but he went on as if "all were going well." The teacher showed no sign of impatience, embarrassment, or anxiety. He made no "nervous" gestures. Also the other students were calmly sympathetic. The lad talked from his seat. Soon there arose a discussion in which he was the natural leader, several other students taking part in turn. From the teacher I had learned that in this boy's absence he and the other students had talked about ways in which they all might help the lad, agreeing that they would strive to manifest special self-control and sympathy when he would speak.

Practically all the teachers I observed had good voices and they talked in clear, quiet, low-pitched tones. "Yes," said Superintendent Chewning, "our teachers make a conscious effort to cultivate in themselves good voice in the classroom."

Recently I returned to Evansville and visited schools a whole day. More than ever was I convinced that, in addition to studying mental hygiene, the principals and teachers of Evansville have been practicing it. Of course they have been inspired by their superintendent, whose interest in mental hygiene and whose ability to see its practical application in the school and home, and whose ability to win an interest in mental hygiene among his principals and teachers is better than I have observed in any other city.

Superintendent John O. Chewning has for a number of years been a careful student of mental hygiene. He devotes each summer to a study of the subject in some university. He is one of the few school superintendents who attends mental hygiene meetings. His work in Evansville lately has been cited by the editor of the National Mental Hygiene Bulletin. School superintendents and specialists in mental hygiene from all over the country have been turning their eyes toward Evansville.

Superintendent Chewning issues a bulletin which is the most interesting thing of its kind that comes to my desk. At the head of it appears this motto: "Union of School and Home in Interest of The Child." This motto effectively epitomizes what the bulletin contains. I do not wish to burden Superintendent Chewning, but I wish every superintendent of this country would write to him for a copy of the bulletin.

During my latest visit to Evansville I saw a demonstration of the "Flag Ritual" designed to teach civic patriotism in elementary and high school grades. Mr. Chewning was careful to inform me that this ritual was borrowed from the public schools of Seattle, Washington. Although I used to be a little skeptical of the effectiveness of the usual school salute of the flag, the "Seattle Plan" as it operates in Evansville appealed to me to be most commendable. Unfortunately, a good many schools have almost totally ignored the American flag, forgetting that children are greatly interested in symbolism and pageantry, and that our flag is the official symbol of the ideals of our nation.

I visited a colored school in Evansville. The building is a handsome one, the best and latest of the city. In it are housed grade and high school children. Last fall the high school football of this school (Lincoln) wished to challenge a white high school. Some obvious problems arose. Superintendent Chewning had to face a delicate situation. In his skillful way he persuaded Lincoln that such an athletic challenge would be injudicious in that particular city, but that Lincoln had an opportunity to compete, even to excel. There had been established a plan whereby that school, which for a month had no children who were called into the police court, and none reported for disturbances in any public library, would be cited in the school bulletin. The principal, his teachers, and the students of Lincoln School rallied to the idea. As a result, Lincoln School has, for the past three months, been alone among the schools of Evansville in having a clean record in regard to the police court and the library. The whole school population is proud of this record, and they ought to be. Said the principal: "If any boy of this

school were to get into deviltry of the kind that would spoil our record, I guess the other children would mob him." Apparently the students of that school are armed to fight for civic righteousness as it has been dramatized to them.

At that school I also observed a class in mental hygiene, a class of seniors, taught by a very capable woman. So far as I can learn, it is the first and only class in mental hygiene for high school students in America.

Discipline in Progressive Schools

By WILLIAM A. BALDWIN

Rhode Island College of Education, Providence

WITHIN a few months I have heard two well-known educational speakers bemoaning the lack of discipline in our schools and advocating the return to the good old days of *real discipline*.

The discipline which one of these men had in mind was known to me because of a story that I had heard him relate upon a previous occasion.

Real Discipline Illustrated.

The graduating class of the West Point Military Academy was assembled when through the hall ran a distracted dog. "Not a cadet turned his head nor cracked a smile."

Here was discipline indeed of the old type—discipline from without.

Similar Discipline at Annapolis

One who was a student there has told me of discipline as strict at Annapolis. The effect of this discipline was much in evidence until after the diplomas had been awarded. Then followed an orgy of boyish pranks, to use a mild term, resulting in the destruction of chairs, beds, and of other furnishings of their own rooms, rooms which had served as their homes for three years, but which they were about to leave forever.

It is well known that such military discipline results in one kind of behavior when soldiers and sailors are on duty under surveillance, and quite different kind of behavior during shore leave.

Discipline and Progressive Education.

But what has all this to do with Progressive Education?

It has recently been quite the fashion with some prominent leaders in education to give as illustrations of Progressive Education stories such as the following:—

Story No. 1

Two state supervisors who were interested in every new movement in education kept hearing of a country school far removed from the railroad, in which unusual school work was being done. At considerable expense in both time and money they journeyed to that part of the state. The teacher who was to transport them from their hotel seven miles to her school had not come at 9 o'clock. She finally appeared with her Ford, and an enthusiastic smile and unruffled manner. It was necessary for her to get gas and to do several other errands.

About 10 o'clock, full of eager anticipations, they drew near to the school. Of course, they had reasoned, the school would be under way, organized and conducted by the children of this new type of school of which they had recently heard so much.

Imagine their disappointment when they found an ordinary group of country children chasing each other about in and out of the schoolhouse, and yelling at the top of their voices.

Story No. 2

In a city schoolroom, well known for the freedom allowed to the pupils for self-expression, Jack asked the teacher if he might teach George a new game. A little later, hearing a disturbance in that part of the room, she discovered these boys quarreling over a game of craps.

Are the above fair representations of progressive education or are they rather caricatures of what is being done in the name of modern education by teachers who do not really understand what it is all about?

What is the real difference between the discipline of the old and of the new education?

The one meant blind obedience in the presence of the teacher or of a superior officer.

The other meant growing intelligence and personal responsibility—obedience to one's best self.

The former was from without, the latter from within.

In a truly progressive school there is no "horse play," no liberty which means license to do as one feels like doing regardless of consequences to self or to others. There is a gradual unfolding of the better self, a development of that true freedom described by Dr. Dewey, viz.:—

"Genuine freedom, in short, is intellectual; it rests in the trained power of thought, in ability to turn things over, to look at matters deliberately, to judge whether the amount and kind of evidence requisite for a decision is at hand, and if not, to tell where and how to seek such evidence."

Getting Along With Life

Dr. Dean here begins his announced series of talks to young people. It is suggested that this page be cut from the magazine and posted on the bulletin board where pupils will see it. Permission is hereby given to editors of school magazines to reprint this article, giving proper credit to the author and the Journal of Education.

Be a Salesman

GETTING ALONG WITH LIFE means selling something.

Sell yourself first. That's what Sam did when he captured Sue for his best girl. That's what a successful teacher always does to her class — she sells herself and her subject. That's why some mothers get obedience from their children — through their personality, brains and methods they make their children know what's what.

Every husband who is a flat tire in his home life is either a poor salesman who cannot put himself over, or else his wife is a poor purchaser for buying the article he has for sale.

Knowing Your Goods

To be a good salesman you must know your customer and the thing you are trying to sell.

There are just five kinds of customers. What will we find if we attempt to sell, for example, soap?

1—Those who want a certain kind of soap.

2—Those who want some kind of soap.

3—Those who have no special desire for soap but are always ready to spend money for something.

4—Those who are unwilling to buy soap if it is a bargain or is different from other soaps in its odor, color or form.

5—Those who are unwilling to buy any soap, don't use soap, and go into hysterics at mention of the word "soap."

Substitute anything, from kisses to stockings, for the word "soap" and the classification still holds good.

Types of Purchasing Customers

Whether a man is loving a woman or selling soap to her, there will be the type of woman who knows what she wants and cannot be influenced by talk. She is what is known as a "habit-protected person."

Once satisfied, however, she is a good sticker.

The second type of customer wants some sort of kiss or some article of wearing apparel and if you are a good salesman you can settle both the quality and quantity.

The third group want anything and everything from caramels to hair cuts. It is up to you to close the deal by giving precision to an indefinite want.

Unwilling Buyers

The unwilling buyers are the fourth. If you push too hard you will be shown the door. It takes a long while to sell such folks, and your success as a salesman rests upon your ability to educate their interests in the article you have to sell.

The last group, those who are absolutely unwilling to buy, are tough customers. Perhaps salesmen have pestered them. Perhaps the last kiss was a bitter one or the last pair of stockings may have run. Seek to discover the cause by selling sympathy and establishing confidence in your own kisses or stockings.

Whether you are a teacher, a lover, or a salesman, do not overstate your claims. The more your customer discovers without your help the quality of your goods and your character behind the goods, the better the chance for the sale.

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Arthur Dean

The School and the Doting Parent

By JAMES NEWELL EMERY

Principal, Potter School, Pawtucket, Rhode Island

ON my desk lies a note addressed to the principal of the school, which reads in part as follows:—

> "Sir: I should like to know why it is that my children are picked on and abused continually at your school. Last night some boys hit my Thomas on the way home, and threw him into a mud-puddle. I do not know who they were. . . . If something is not done about this, I shall take the matter to headquarters, and I have friends at City Hall who will see that justice is done me. . . . I do not intend to have my children abused by all the rowdies of the neighborhood.
>
> "Mrs. John Jones."

Such a note is a fair specimen of scores which reach the principal's desk in the run of a year, or form the subject-matter of a telephone call or a personal visit from an aggrieved parent. Every one of these cases brings up a vexatious problem for the school head to settle, due to the practical difficulties of finding the identity of the offenders on the one hand, doubtful jurisdiction if the culprits are found, and the semblance of a real grievance on the parent's part on the other.

Into the office of the principal of a large school complaints of this nature pour in constantly throughout the year. The pent-up energy of a thousand boys and girls, released after several hours of confinement and application in the tense atmosphere of the schoolroom, is certain to find a vent and blow off steam, much as does a cramped and confined volcano at various intervals. At the same time these more or less necessary and spontaneous ebullitions of spirits, just as in the case of the volcano, are attended with more or less discomfort to those who happen from force of circumstances to be in the immediate vicinity of the blow-off.

The aggressive youngster, the bully, the sissy, the mouthy boy or girl, the know-it-all, the sullen, the giggling, a score, a hundred different types of effervescent young America, pour out of the schoolroom on their separate ways, with the day's restraint lifted. The reg'lar fellers and those not so reg'lar get into a myriad of minor arguments, boastings, squabbles, over what seem to the adult as the most trivial of matters, but which for the moment, at least, are of supreme importance to the juvenile who is concerned. Somebody flings a snowball. Somebody else retaliates. Somebody runs out a tongue. Somebody gets to scuffling, and falls into a puddle or a snowbank. Some bullying youngster does his stuff, and either two or three smaller ones or the injured one's big brother takes a hand. And so on, until the noisy, effervescing, shouting, milling group disperses to the thousand separate homes for another day.

The occasional black eyes, the occasional soiled garments, the occasional grudges and hard feelings are as transient for the most part as the passing snowfall. They are part of childhood's getting adjusted to life as a whole, the development of a working philosophy which will carry the youngster through his more important and more intense battles of life later. But the parent who takes up every childish quarrel, who listens with an all too ready ear to the child's excited complaint, and then, without stopping to cool off, rushes to the telephone or the writing-desk and hurriedly gets into contact with the principal of the school, only complicates things for everybody concerned.

To keep the thousand or so youngsters in order in the building, corridors and basement and on the playground is certainly a legitimate duty of teachers, principal, and other school workers. To be called upon to police the neighborhood, merely because children who offend are of school age and attend a certain school, savors of as little reason as to expect the manager of a great department store to be responsible for what his employees do in spare time after leaving the plant for the day.

Yet, as principal of a building, I have received innumerable complaints from well-intentioned citizens for matters far-fetched in the extreme.

The viewpoint of the parent who takes up the cause of his own aggrieved children has some justification. He is compelled by law to send his children to school, regardless of his own personal desires, or whether he approves of the way in which that school is conducted. In that school, both in classroom and playground and on the way home the child makes certain contacts that may or may not be desirable. Since he is compelled to send his children to the public school, he insists, with some degree of justification, that at least they may reach school and return home again without molestation, if not without annoyance.

Two or three years ago during the first days of the fall term my attention was drawn to the presence of a stout, harassed-looking gentleman, who paced up and down the corridor with an air of grave concern on his face. He peered every few moments through the glass door of a primary room where a hard-working teacher was trying to get a room of some forty first-graders organized

into something like running order. At first I thought nothing of it, for during the first day or two of school it is nothing unusual for parents to wait to see how their young hopefuls are getting along, or to take them home at noon.

But for more than a fortnight this continued. For nearly all the morning session the fond father strode up and down the corridor, and inspected the room where his son was starting his school career. I was finally on the point of telling him that while his interest in the work of the school was appreciated, we had a capable teacher in that room, and I felt sure his boy would be in good hands. But at last he disappeared without the need for a hint on my part.

Some months later the same fond parent came indignantly to the office with the complaint that he wanted his boy given a square deal—that he expected him to fight his own battles, but when four or five ganged up on him all the time, beat him up, and tore his clothing, that was going too far. The various culprits were rounded up after some lengthy investigations, and summoned to the office. Robert proved to be, in spite of his age, by far the largest boy in the room. Indeed, I almost mistook him for a fourth-grader. He had been the bully of the room from the start of school that year. Finally, when his aggressions became unbearable, three or four of the victims, with a spirit of organization worthy of a better cause, combined, and gave Robert the worst of the deal.

The matter itself would have been nothing more than a common or run-of-the-mill specimen of childish quarrels, had not the father promptly taken up that and every other squabble that arose during the year. On one occasion Robert was the victim of another alleged brutal assault by a boy in the fourth grade. After the evidence was sifted, Robert had deliberately thrown water from the drinking-fountains in the basement all over a smaller youngster, whose bigger brother then took a hand, to Robert's discomfiture. But, nothing daunted, Robert's father was a visitor to my office, not twice, but by actual count, no less than seven times that period of two years that Robert spent in the first two grades. In addition, he made impassioned appeals to the patrolman on the beat, the truant officer, and police headquarters.

Of course Robert gloried in the limelight and the attention he attracted, and both neighborhood quarrels and school difficulties flourished mightily as a result of the father's ill-advised solicitude for his son. Robert, as it happened, was amply capable of fighting his own battles, and had he been left to himself, would have made his own place in school without serious trouble. As it is, he is steadily and consistently ostracized by the other youngsters, and is a pathetic figure from the over-zealousness of his parents.

Akin to this type of parent is the zealous one who comes to complain that Betty has been put into the B division in reading in her room, while that little Bailey boy, who isn't half as smart as her Betty, remains in the A group. She cannot see why Betty gets so poor rank since she came to this school and this teacher. Why, in the school where she attended before, she was considered the brightest pupil in the room, and she got E's and V G's in every subject. And conduct! She *never* got less than E, and here Miss Jones has put down only an F, with the comment, "inattentive, whispers." Why, Betty would never do such a thing! That teacher has taken a dislike to her from the first of the year. Look at that report card! P in arithmetic, U in reading, P in penmanship!

And Philip in the first grade hasn't made any progress. Of course, she visited the class, at Miss Brown's request, and heard Philip read. Yes, there wasn't one word on the board or the flash-cards that Philip knew—but that wasn't his fault. Teachers were supposed to teach. And she put her arm around Philip, right before the class, and told him: "Never mind, dear, mother loves you just the same, even if that nassy ol' teacher says you can't read. You're mother's darling boy."

But to come back to Betty. Of course she doesn't want any trouble with Miss Jones, but she really has no sympathy with children. She cannot be satisfied to watch the unfolding of the child's mind, the natural, beautiful, flower-like unfolding of the bud into the blossom. Why, in Betty's last school the teacher always thought Betty was the cunningest little thing, and her aunts and uncle and grandparents think that little lisp of Betty's when she reads is so cute. And that little Bailey boy isn't half as bright as Betty, and he is still in the A division, where Betty ought to be. She is very much disappointed that Betty's report card is so low, and has a good mind not to sign it, and is certainly going to the superintendent of schools if Betty gets so poor rank again.

Betty's work is certainly poor. But isn't it possible that the teacher views Betty and her efforts with a viewpoint that is more nearly just than the mother's own rose-colored glasses?

The teacher is there to direct Betty's efforts to get an education, to prepare for the battles of her own that Betty will have to fight some day without her mother to plan every step of the way. The teacher is trained for that task. Over her are a set of trained experts in the persons of the principal, supervisors and superintendent, to guide her judgment when it is in doubt or at fault.

It may be a good thing for Betty to go into a lower division, even though it is a blow to the parent's personal pride. It may be just the stimulus she needs. Is Betty doing her work in school? Is she paying attention? Doesn't that

cunning little lisp interfere with her reading being understood?

The teacher isn't putting Betty into that lower division out of mere spite. She works far harder with that lower division. She has enough difficulties and troubles to settle without creating them just to make extra work for herself and for her superiors in the system.

Parents don't attempt to dictate to the dentist what drill he shall use, or how deeply he shall bore into an aching tooth. They are quite content to leave those technical details to him, as long as he relieves that decayed tooth, and repairs it so that it will be useful.

They don't insist that the man who repairs their sewing-machine or radio shall put a certain screw or a certain bolt into a place that looks to them as if it ought to be the right one. But parents do not hesitate to go to the school and attempt to say just how the teacher shall run her room, at least as far as their child is concerned.

The teacher is glad to get in touch with parents. She is pleased to have them show an interest in Betty's school work. Yet wouldn't the general results be better if they allowed the teacher to attend to the technical details, and they got after Betty to the extent of seeing that she did her work, especially if she has any work that should be done at home?

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ALECK AND HIS FRIENDS

A new health reader

By BLANCHE J. DEARBORN

Under the editorship of CHARLES H. KEENE, M.D., *Professor of Hygiene and Director of Physical Education, University of Buffalo.*

The stories in this book make the healthy personality the popular one, and following the rules of health—eating proper food, keeping clean, playing in the fresh air and sunshine, going to bed early, and being cheerful, helpful, and kind — the natural and proper thing. The book is not intended to be "drilled on" as a text in hygiene. The vocabulary is easily within the second grade as prescribed by the leading word lists. It has fewer words than the average second reader. Suggestions for teachers are contained in the book itself. The illustrations in three colors are an unusually attractive feature of the book. Mrs. Dearborn has been a successful teacher of primary grade children in Massachusetts, and has written numerous books for children, as well as stories which have been published in such magazines as *Hygeia.* *Grade II.* $.80.

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CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Is Reading, as Taught in Most Schools, a Crime?

YOU may be surprised at the title of this Workshop Conference, so I hasten to say that the type of reading to which I refer is that commonly used in the elementary grades, four to eight inclusive, where forty identical books are given out to forty children and one child reads while thirty-nine follow him to the line and word, ready to pick up the relay race that is going on at any point in the course, and, I may say, where losing one's place is a rather flagrant violation of law and order.

From most workships come at some time or another experimental models, most of which prove to be no good and which find their way ultimately into the scrap heap outside the back door. I wish you to consider this particular workshop product as one of these models, viewing it in the light of your own experience, testing it for such values as it may bring to you and junking it if it appears to be entirely without usefulness. I will not even say that I believe all that is said in the following treatment. I will say, however, that I believe that the great movement of character training which is sweeping the country with increasing momentum, requires of every live teacher some such analysis of ordinary classroom procedure to the end that he will feel that his current practices are at least in line with the requirements of the new movement and are certainly free from elements that work against it.

With this preamble let us examine this form of reading as a possible crime against children. In order to study the case as clearly as possible, I will place my arguments in positive and numbered form.

FIRST: Any procedure which tends to consistently cramp the initiative of the child, bringing him under more or less distasteful discipline with no worthy purpose in view, is contrary to good character training procedure. Compelling thirty-nine children of varying abilities in reading and comprehension to follow to the line does exactly this sort of thing.

The child is interested in the subject matter, or should be, and not in the individual words before him.

No two children gather the context at the same rate.

Those that lag and those that spurt ahead are equally deprived of interest.

Initiative as displayed in the eagerness to arrive at a conclusion is not only discouraged but destroyed.

There is no worthy purpose in this form of discipline; on the contrary, a positive distaste for reading may be set up in the mind of the child, and the natural speed with which he gathers ideas may be impaired.

SECOND: Children are essentially individual and any attempt at standardization is accompanied with a corresponding loss of individuality. The average reading lesson is one of the most complete forms of standardization that the school presents, therefore it works against the development of the child as an individual.

THIRD: The consciousness of supervision resulting from the concentrated attack of thirty-nine pairs of eyes on the same line may be disturbing to the nervous system of the child who reads, especially if that unutterable crime against childhood is perpetrated wherever flagging of all errors is resorted to.

The child who is told to watch for the error committed by another child, and who is rewarded by recognition in the detection of the error is broken down in character to a certain extent and given a preliminary lesson in faultfinding. Happily this flagging system has passed out of existence in most of the schools of the country, but does still persist in places.

FOURTH: There is a nervous tension that results not only from following the line, but the uncertainty as regards the time of recitation which is not good for the growing child, and should be eliminated.

The foregoing represent the principal arguments against the standard reading lesson.

Question—That is all very well in theory, but in actual practice what is the teacher of forty children going to do about this reading matter?

Answer—Suppose the teacher has forty books, all of which have different content, or suppose she has forty books of the same content. Suppose that she permits each child during a five-minute silent reading exercise to read a story through to its conclusion and choose

from the story a part which he feels will be of interest to his mates. Suppose further that he studies this part to the end that he may read it with beauty and expression. Suppose further that while his mates read he rests at attention with his finger in the place, listening carefully to that which another presents to him. Suppose that when his turn comes he rises, and says something like this:—

"My story is about a boy who, while going by a dyke in Holland, discovered the water rushing out through a small hole. He knew that if the hole enlarged, the dyke would be carried away and the whole country destroyed. Let me read to you what this boy did." The child thereupon proceeds to read the most vital and most interesting section of the tale he has in hand.

This is a combination of silent, study and audience reading which the author knows works well in practice, relieves tension, develops initiative, gives opportunity for self-expression, and a sense of mastery in doing one's own particular job in as fine a way as possible.

In this connection consider the following story, which happens to be true in every particular.

NEARLY WRECKED

From The Egan Monthly Service in Character Training. Copyright.

HARRIS is a boy of refinement coming from a good home but having a slight impediment of speech. The impediment is largely nervous in character, and first developed in the fourth grade when the boy was compelled to read in the face of a teacher who frequently stopped him in order to make minor corrections (a practice, by the way, which is extremely bad). Whether the speech impediment was a direct result of the child's early reading experience or came from other nervous causes no one can tell, but it is certain that it was coincident with the peculiar reading experience stated above.

In the fifth grade the impediment increased in violence and the child began to develop a distaste for school life, which was not understood by either the parents or the teachers involved. It later developed, when the boy was in the eighth grade, that his whole antagonism to school, which led by the way to rather serious physical and emotional results, was due to the chronic fear which he developed of being called upon to read. Apparently each day was a horror in itself, with the reading period particularly distasteful. The child developed a sensitiveness to criticism that reacted in the home and on the street, in such a way as to unfit him for normal, happy companionship. The matter came to a head when the prospect of high school came in view. There was a positive determination on the part of the boy not to attend high school, and it was only then that protracted questioning brought out the real seat of the trouble.

The child was placed in a private institution where the whole situation was thoroughly understood, and he is gradually coming back to normalcy.

Have you sensitive children who may perhaps be laboring secretly under some such nervous tension?

TEACHERS, GRADE 4-8 INCLUSIVE

If you are interested in the latest development in Character Education work the current issue of Mr. Egan's Monthly Service will be sent to you free of charge. Send a card with stamped self-addressed envelope to Journal of Education, 6 Beacon Street, Boston

They Say

GEORGE WILLIAM GERWIG, Henry C. Frick Educational Commission, Pittsburgh, Pa.:—

"Years ago Herbert Spencer said: 'Our Emotions are the Master, and our Intellect the Servant. We have kept educating the Servant, but neglecting the Master.'"

WILLIAM G. FERN, British author:—

"Recent to a Britisher is five years ago. Recent to an American is five minutes ago."

JAMES L. McCONAUGHY, president of Wesleyan University, Middletown, Connecticut:—

"Mental unemployment is the most serious deflation in school and out."

FRANK H. CHELEY, author of "Bettering Boyhood":—

"America is Boy Conscious."

RAY LYMAN WILBUR:—

"The parent plus the community must be stronger than either the parent or the community alone."

MRS. THOMAS A. EDISON:—

"Home-making is a business that should be learned from childhood."

GLENN FRANK:—

"There is, in my judgment, no dodging the fact that the stability and success of the machine economy will ultimately depend upon higher wages than we have yet paid, shorter hours than we have yet set, and lower prices than we have yet fixed."

WILLIAM LYON PHELPS:—

"One should prepare for old age as one prepares for a long journey."

BOOK TABLE

THE MUSIC HOUR, TEACHERS' GUIDE FOR FIFTH BOOK. By Osborne McConathy, Northwestern University; W. Otto Miessner, Milwaukee; Edward Bailey Birge, Indiana University; Mabel E. Bray, Trenton, New Jersey. Cloth, 335 pages (7 by 10 inches). New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

"Teachers' Guide for the Fifth Book"—sixth grade—is a famous presentation of the needs and interests of children as they become youths.

It uses music as an interpretation of educational transfer, mentally and socially, to the adolescent stage of personality.

"Values in Music Education" is the skillful approach to the higher plateau of youth. "Aims and Objectives in the Study of Music" is of special value because of the way it is presented.

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The entire "Music Hour" series is a revelation of the transitions of personality from grade to grade through the development of interest and attainment in music.

THE NEW PATH TO READING. Book Four. By Anna Dorothea Cordts. Illustrated by Marguerite Davis. Cloth. 374 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is an "Artist's Path to Reading." That tells why it is famously successful.

When the McGuffey Readers made a "New Path" to reading they swept the West marvelously, not because they were "New," but because of the way they gripped the pioneers of that day.

Every famously successful series of school readers has had a personality that compelled success through its use.

The artist spirit in the "Path to Reading" is as masterful as that of any famous artist in music or drama. There is an appeal to the soul of children and youth to read the chapters as captivatingly as "Oliver Optic" appealed to boys and Louisa M. Alcott to girls.

There is a chapter in "Book Four" (pages 224 to 252) on "Great Pioneers," using two famous Americans whom every school boy and girl has read about and heard about.

Here is the way this artist author approaches this chapter:—

"Before you read anything about these men, think of all the things you would like to know about them, then read this chapter silently to see what it tells you that you wanted to know."

When each pupil is intensely interested in the story it is read by the class intelligently and enthusiastically. They read it over and over with some special purpose in each reading.

There is no chapter in any of these seven books that does not fascinate and enrich every one regardless of what else has been read in school or out.

That is work of the artist author of this "Artist Path to Reading."

PROJECTS IN BUSINESS SCIENCE. Part III. By Lloyd L. Jones and James L. Holtsclaw. (9 by 12 inches.) New York, Chicago, Boston, San Francisco, Toronto: The Gregg Publishing Company.

Once more the Gregg Company meets all possible needs for securing accuracy, speed and ease through specific practice for real business.

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These units and projects include numerous projects on Personal Finance, Home Budgets and Finances, Farm Finances, Small Business Affairs, Bank Matters, Merchandise Assets.

MODERN TYPEWRITING FOR HIGH SCHOOLS AND COLLEGES. By Roy L. McPherson, M. B. A., Texas State College for Women, Denton. New York City: Prentice-Hall, Inc.

All typewriting must be modern. It is the one subject whose modern achievement is revealed by the skill of the writer every day, in every way.

Teaching typewriting is an art as well as a science. The tendency to be satisfied with a little personal skill in typewriting is tragic. This is especially true when the teaching has been done in high school and college by a teacher whose training has been academically professional.

Professor McPherson realizes this danger and has emphasized in every way that "modern typewriting" has no plateaus where one can rest luxuriously after a comfortable attainment.

Here is a book with a constant push for less mental strain and higher speed.

ROME AND THE ROMANS. By Grant Showerman, University of Wisconsin. Cloth. 640 pages. Illustrated. New York: The Macmillan Company.

In Italy and Rome the Pope has loyal followers with high and noble ideals on every continent.

Mussolini is giving Italy and Rome one of the most efficient new governments in the world.

Italy and Rome have had the two extremes of good governments, traditional and progressive, for two thousand years and more. Dr. Grant Showerman has succeeded in tracing each of the two varieties truthfully and attractively through century after century.

The tendency of schools and textbook makers has been to select the traditional aristocratic Italy and Rome and magnify conquests classically.

Dr. Showerman takes another view of the Italies and the Romes. The present world disturbance promotes an interest in both trends of Romans through the centuries.

FIFTY ALPHABETS. By W. Ben Hunt and Ed C. Hunt. Cloth. 96 pages (6 by 10 inches). Milwaukee, New York, Chicago: The Bruce Publishing Company.

The Bruce Publishing Company has established a reputation for creating original, highly artistic and cultural books for schools, colleges and specialists.

Here are more than fifty distinct and complete styles of lettering chosen especially for their general usefulness, adaptability, and artistic beauty. With each alphabet there is included a brief explanatory note concerning its origin and correct use. The book contains practically every alphabet necessary to the repertoire of the successful letter artist.

Every high school and broad gauge college is responsible, scholastically and artistically, for a critical knowledge of what is in good form in lettering. This is the only publication of any kind that meets this need.

Books Received

"Germelhausen." By John F. Coar. Boston, Massachusetts: Ginn and Company.

"Our Pacific Possessions." By J. Earle Thomson. New York City: Charles Scribner's Sons.

"Descriptive English Grammar." By Homer C. House. — "Principles and Methods of Typewriting." By R. F. Webb. New York City: Prentice-Hall, Inc.

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia Network

Key Station WABC **Eastern Standard Time**

Monday, February 8

11.00 A. M. Musical Alphabet.
2.30 P. M. American School of the Air, "Herodotus" (History Drama).
3.45 P. M. Barnard Glee Club.
4.30 P. M. National Student Federation of America Program.
6.00 P. M. Current Events—H. V. Kaltenborn.
11.15 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Tuesday, February 9

11.30 A. M. Current Questions before Congress, Senator Arthur Capper, Republican, of Kansas.
2.30 P. M. American School of the Air, "The Peoples Who Make Up the United States" (Geography and Music).
3.30 P. M. Musical Americana.
5.45 P. M. "Bill Schudt's Going to Press."
7.30 P. M. Kaltenborn Edits the News.
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Wednesday, February 10

2.30 P. M. Sir Oliver Lodge, "Science and Civilization."
11.15 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Thursday, February 11

11.00 A. M. Olympic Four-Man Bob Sled Races.
2.30 P. M. American School of the Air, "Foreign Children" (Primary Music) and "The Enchanted Frog" (Children's Play).
3.00 P. M. Olympic Ski Jumping Broadcast.
7.30 P. M. Kaltenborn Edits the News.
8.45 P. M. Angelo Patri, "Your Child."
11.15 P. M. Speeches by Nicholas Murray Butler, Judge Cardoz and John Erskine at Columbia University Dinner.

Friday, February 12

11.15 A. M. Olympic Four-Man Bob Sled Races.
2.00 P. M. Word Picture of Lincoln Museum, Washington, D. C.
2.30 P. M. American School of the Air, "Foreign Trade" (Vocational Guidance).
3.00 P. M. Olympic Ski Jumping Broadcast.
4.45 P. M. Curtis Institute of Music Program.
8.30 P. M. March of Time, Dramatization of the Week's Outstanding News Events.
10.15 P. M. Adventures in Health, Health Commissioner Herman N. Bundesen of Chicago.
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Saturday, February 13

12.45 P. M. Wingate Athletic Program, English Rugby Football, Albert Woodley, Honorary Secretary New York Rugby Club; also John J. McHugh, Veteran Starter of Olympic, Intercollegiate and Schoolboy Races.
2.15 P. M. Olympic Final Hockey Match.
3.45 P. M. Closing Ceremonies and Awarding of Prizes at Olympics.
7.00 P. M. The Political Situation in Washington Tonight, Ray Tucker, New York World-Telegram.
10.00 P. M. Columbia's Public Affairs Institute.

National Network

Key Stations WEAF and WJZ **Eastern Standard Time**

Monday, February 8

9.00 A. M. Vocal Art Quartet, WEAF.
11.00 A. M. Sonata Recital, Josef Stopak, violinist; Josef Honti, pianist, WEAF.
12.15 P. M. The Real George Washington, Charles Colfax Long, WEAF.
2.45 P. M. Henrietta Schumann, pianist, WEAF.
3.00 P. M. U. S. Marine Band, WJZ.
4.00 P. M. Emily Post, WJZ.
6.45 P. M. Topics in Brief, Lowell Thomas, WJZ.
8.30 P. M. Voice of Firestone, Lawrence Tibbett, baritone, WEAF.
9.30 P. M. Parade of the States, Erno Rapee and his orchestra, WEAF.

Tuesday, February 9

9.00 A. M. Morning Glee Club, directed by Keith McLeod, WEAF.
11.00 A. M. Children's Bureau, WEAF.
12.15 P. M. The Real George Washington, WEAF.
12.30 P. M. National Farm and Home Hour, WJZ.
3.00 P. M. Music in the Air, WJZ.
4.00 P. M. Magic of Speech, by Vida R. Sutton, WEAF.
4.15 P. M. Mormon Tabernacle Choir and Organ, Anthony C. Lund, director, WJZ.
4.45 P. M. Spotlights in Drama and Literature, Montrose J. Moses, WJZ.
6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.
7.45 P. M. Back of the News, WJZ.
9.30 P. M. Great Personalities, delineated by Frazier Hunt, WJZ.

Wednesday, February 10

9.00 A. M. Morning Glee Club, WEAF.
12.15 P. M. The Real George Washington, WEAF.
4.30 P. M. Eastman School Symphony Orchestra, WJZ.
6.00 P. M. Music Treasure Box, Pierre V. R. Key, WJZ.
10.15 P. M. The Tune Detective, Dr. Sigmund Spaeth, WJZ.

Thursday, February 11

9.00 A. M. Morning Glee Club, WEAF.
12.15 P. M. The Real George Washington, WEAF.
2.00 P. M. Salon Singers, WEAF.
4.30 P. M. U. S. Navy Band, WJZ.
6.30 P. M. Back of the News in the World, by William Hard, WEAF.
6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.
7.45 P. M. Famous Fallacies of Business, by Merle Thorpe, WJZ.

Friday, February 12

9.00 A. M. Melodic Gems, WEAF.
11.00 A. M. NBC Music Appreciation Hour, WEAF and WJZ.
12.15 P. M. The Real George Washington, Charles Colfax Long, WEAF.
12.30 P. M. National Farm and Home Hour, WJZ.
2.45 P. M. Princess Obolensky, Youth Matinee, WJZ.
4.15 P. M. Radio Guild, "Paolo and Francesca," WJZ.

(Continued on page 147)

NEWS OF EDUCATION

Schools Hold Own Despite Depression

National Survey by Educational Association Finds a Notable "Record of Achievement"; States Spent More

WASHINGTON.—In face of difficulties caused by the economic depression, public education in 1931 produced a "really remarkable record of achievement," according to the tenth annual "rollcall" report, based on a survey of the year's academic developments throughout the United States and its dependencies, just published by the National Education Association.

The most significant attainments consist in the maintenance, relatively unimpaired, of financial support of education; the equalization of state-wide educational opportunities so that rural schooling might be improved; the raising of qualifying standards for teachers and numerous studies to co-ordinate and extend school facilities in many states.

"Although here and there the line has bent back, there has been solid achievement," said the association's statement summarizing reports received from the State Superintendents of Public Instruction, the secretaries of the educational associations and the Nation Association's directors in each Commonwealth and dependency. "Often where there has been little progress, the foundations are being laid for future advance. Under conditions like those of 1931 it is an achievement merely to hold the ground already gained."

In a number of states educational opportunities and appropriations have actually been increased, equalized or established more definitely than heretofore.

North Carolina reports that the Legislature "increased the state fund for schools from $6,250,000 to $17,000,000."

A new refinancing and reorganization law in Missouri provides for an optional redistricting of the state into enlarged school districts and for the creating of a state school fund of approximately $8,500,000 a year. "This is the most important piece of school legislation enacted in this state in fifty years," said Charles A. Lee, State Superintendent of Public Instruction.

Delaware reported an increase of 12 per cent. in legislative appropriations, including a special grant earmarked for kindergartens, and a $3,000,000 appropriation for the continuance of the state school-building program.

The school systems in many states, while not receiving increases in revenue, were able to hold their own.

The survey listed recent legislation in Connecticut providing for equalization throughout the state of high school and trade school opportunities and the codification of school laws in 1931.

Maine is revising its elementary school curriculum, while in Massachusetts the forward strides of 1931 consisted in the establishment of teaching posts for crippled, mentally retarded, and other handicapped pupils.

The movement for the raising of educational qualifications for teaching posts made rapid headway. Higher standards were set up during 1931 in Vermont, Porto Rico, North Dakota, Hawaii, Maine and New Mexico.

"Sport Doctor" For Colleges

NEW YORK.—The need for medical attention in the colleges and a closer relationship between the health programs of these institutions and secondary schools was advocated by leaders in this field of education at the twelfth annual meeting of the American Student Health Association. The meeting was held in connection with other branches of physical education in the colleges. Describing the lack of medical attention in colleges as "a situation crying for help" and a challenge to the medical profession rather than to the colleges' departments of physical education, Carl L. Schrader, State Superintendent of Physical Education in Massachusetts, urged the employment of a recognized specialist in every college, in line with the position established in several countries of Europe, known as "a sport physician."

Asks Ten New Schools Yearly

JUNEAU, Alaska.—Governor George A. Parks, of Alaska, urges in his annual report to Dr. Ray Lyman Wilbur, Secretary of the Interior, construction of not less than ten schools every year until facilities are adequate. "There are twenty-five villages with a school population of more than twenty-five children where there are no school facilities," Governor Parks reports. "There are a far greater number of small communities which have a school population of ten or more children who are denied the privilege of attending school. This is an unfortunate situation and should be corrected."

Hobbies Appear At Boston School

BOSTON.—Many men go to school for a hobby. Originally designed to provide an opportunity for men and boys to take up some trade other than the one at which they work during the day, the Boston Opportunity School has been called upon to administer to many interests. Confirmed "fussers" around the house come to the school to learn to "fuss" intelligently. They want to make a chair, a table, a chest with their own hands. They rebel at the white collar. These men have been working at the school workshop nightly and, according to the director of the school, must have a good part of their home furnished by this time. The diplomas consist of the capacity to do something. Promotion in the work in which they are engaged or a successful transfer to another trade motivate the majority. Marked is the tendency today for the worker to diversify his lines.

Northwestern Students To Grade Professors

EVANSTON, Ill.—A great day is coming for undergraduates of Northwestern. For years the professors have been grading the students, but now the undergraduates have decided to grade the professors. "We are asking the students to grade course and instructor in the regular fashion—from A to F," said Robert Palmer, managing editor of the Daily Northwestern, student publication. The results are to be presented to a faculty committee later.

Lowell Teachers Go Without Pay

LOWELL, Mass.—Upwards of 525 teachers and administrative officers of the school department went payless recently when the city was unable to meet a monthly payroll amounting to $106,000 and covering teaching service in December. Pay day for the teachers has been postponed indefinitely and it will not be possible to meet this charge until temporary loans are negotiated. The teachers have employed counsel and plan to fight to the limit the proposed 20 per cent. pay cut. They filed a counter proposal suggesting a loan to the city by each teacher of $300 to establish a bond issue for the city, but this plan has not met with much favor.

FILIPINO EDUCATION

A Good School System Now on the Islands

MANILA.—Administration of education in the Philippine Islands is centred in the Bureau of Education, created in 1901 under the executive control and general supervision of the Department of Public Instruction, at the head of which is the Vice-Governor of the Philippine Islands. The present school system consists of an elementary school of seven years, and a secondary school of four years in which all instruction is in English. Elementary education in all parts of the islands is free, except for a matriculation fee of $1 collected from pupils in Grades 5 to 7, inclusive. Purely academic secondary schools are partly supported by tuition fees paid by pupils, but vocational schools offering the normal, agricultural, trade, commercial, nautical and home-economics curricula are maintained wholly by the government. The teachers in the elementary schools and the majority of teachers in the secondary schools are Filipinos.

The first period of expansion lasted from the beginning of the bureau to 1911, when the enrollment exceeded 600,000. From then there was no considerable increase until after the passage of a law by the Philippine Legislature in 1918 setting aside $15,000,000 to be spent over a five-year period beginning 1919 for the extension of elementary education. Since that period the enrollment has increased to the 1930 figure, which was 1,195,763.

During the last decade a decided trend toward a more practical secondary education has set in. This is more noteworthy when it is remembered that before the beginning of the American schools the educational system was purely academic and labor was looked down upon by the educated people.

Children Taught To Know Trees

GRAND RAPIDS, Mich.—Children in rural schools of Kent County are being enlisted in a campaign to tag trees, as a means of increasing interest in trees and furthering reforestation. The campaign is being sponsored by the "Know Trees, Grow Trees" committee of the Landscape Study group, an organization of home gardeners of communities and townships immediately north of this city. The Landscape Study group committee is sending out letters to teachers of all rural schools urging them to become better acquainted with trees, and to aid in interesting children in reforestation projects. "Dear Teacher," the letter opens, "Do you call your children by their first names and your friends likewise? Of course! But do you call those friends of yours, who give you grateful shade on hot days and beautiful tracery across cold skies in winter—do you call these friends, the trees, by their names? Oh, yes, that is an oak, and this is a maple. Yet you do not merely say, 'She is a Smith,' but rather, 'Why, that's Mary Smith.' Then let us become better acquainted with our tree friends, and instead call this one a sugar maple and that a white oak. They will grow more beautiful with a little thoughtfulness."

Illiteracy Conquered Says Soviet Official

MOSCOW.—D. E. Sulimov, chairman of the council of commissars of the Russian republic, has announced that the soviet five-year plan for stamping out illiteracy has been fulfilled.

He said that 1,500,000 persons had been taught in 1929 to read and write, 5,500,000 in 1930 and 10,500,000 in 1931.

With the number of illiterates in the U. S. S. R. reduced now to 3,800,000, there will be none left by the end of 1932 and thirty-two out of every 10,000 inhabitants will be studying in universities.

Coffers Empty; School Suspends

CHICAGO.—Glencoe's 1,000 "poor little rich children" recently started what may be a permanent Christmas vacation caused by the rich suburb's bankrupt treasury. The suburb of wealthy North Shore residents has an assessed valuation of $17,000,000, but School Superintendent G. F. Redefer announced the village's three schools would not reopen after the regular Christmas vacation. Lack of funds to pay teachers was the reason he gave. While the children greeted the announcement with glee, citizens, many of them among Chicago's wealthiest business leaders, were perturbed. An accompanying message revealed the seriousness of Glencoe's plight, caused by a taxpayers' strike. Unless citizens raise emergency funds, Village President James Russell said, police and fire departments will have to be suspended and street lights cut off.

Mexico Ends Aid To Affiliated Schools

MEXICO CITY.—Private schools having connections with religious organizations were denied participation in the public school system by the Department of Education. The action of the Department will affect thousands of students now enrolled in such institutions. Graduates of these schools, it was stated, must pass special examinations and pay special fees in order to matriculate from the National University, which is government-owned.

SCHOOL FUNDS

Arkansas Seeks New Revenue to Carry On

LITTLE ROCK, Ark.—More than 100 Arkansas public schools with a combined enrollment of between 40,000 and 50,000 students have been forced to close within the past month because of lack of funds with which to continue operation, according to reports received by C. M. Hirst, State Commissioner of Education.

Many schools throughout the state are being kept in operation through voluntary matriculation fees or tuition fees paid by parents of students, Mr. Hirst said. That method was banned, however, by Hal. L. Norwood, Attorney-General, who in a recent interpretation of the law said that the constitution does not contemplate the public schools may charge tuition or any other fee.

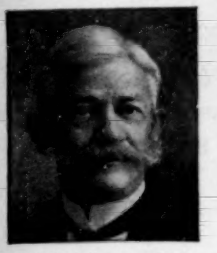
The department of education is now making an effort to determine the exact situation faced by the 560,000 students in the schools which now remain open.

Money for operation of the schools is obtained through a direct assessment against real and personal property, a poll tax of $1 on all adult citizens, interest in the permanent school fund, a tax on natural resources severed from the ground and waters of the state, the income tax, the tobacco tax and other sources of less importance as revenue producers. In addition to the decreased revenue, many school districts lost funds which they had on deposit in banks that failed.

School officials are not hopeful of any material increase next year in the amount of revenue produced by present sources and are looking around for some other supply of school funds.

New Aim Rules Chicago Examinations

CHICAGO.—Examinations are being made over at the University of Chicago to conform to the new order of things—which came in with the abandonment of formal credits in favor of advancing the student at his own pace, introduced last fall. Instead of each instructor making out his own questions, according to an announcement just made, a separate examining board has been set up which will co-operate with the instructor, and the final test will be submitted to the faculty as a whole, which will give its version of what the right answer should be. The hope is that this will substitute an "atmosphere of mutual effort" for "the old antagonism" between the instructors and the students. Five experts on examinations have been taking the regular freshman courses, and doing the appropriate reading, it has just been revealed, to prepare themselves for asking appropriate questions.



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Teachers Trained For Arab Farming

JERUSALEM.—Through the generosity of the Near East Foundation, an American organization, a scheme has been inaugurated in Palestine by which it is hoped gradually to introduce improved methods of agriculture in Arab villages. A grant of $5,000 was made by the foundation in 1930, and a similar one was paid in October, 1931. Most of the money is being expended on the training of village schoolmasters in modern agricultural methods. The first teachers' class was opened at the Tulkarem School last year with fifteen village teachers selected from government rural schools.

Chile Opens First School of Centre

VALPARAISO.—The Santamaria Foundation Technical School, the first unit in a $7,000,000 educational centre being erected under the terms of the will of the late Federico Santamaria, has been opened for student registration. Two other units, an engineering school and aeronautical department, are under construction. Santamaria, a native of Valparaiso, died in Paris in 1924 after amassing a fortune of $7,000,000. He left the entire amount for the establishment of a school here which would afford Chilean youths opportunities to learn practical trades. The Technical School was formally inaugurated recently with ceremonies attended by President Juan Esteban Montero and Minister of Education Santiago Labarca.

Average 48 In News Quiz

SEATTLE, Wash.—How much does the average university student know concerning persons in the public eye? The University of Washington prepared a list of questions which were presented to ninety students, every one of whom, the Daily said, flunked, with an average of 48 per cent. correct for the group. The questions were: Who are Grandi and Gandhi? Who is the outstanding Democratic candidate for President? Who is the vice-president of the United States? When is the next presidential election? Who is the prime minister of England? Who is Pierre Laval? Who is the political leader of Russia? Where is Manchuria? Who is Mayor of Chicago? Who is Mayor of Seattle?

Feed Pupils First, School Heads Told

NEW YORK.—The feeding and clothing of needy children must take precedence here over the teaching of the three R's as the primary aim of the public schools at present, Dr. William J. O'Shea, Superintendent of Schools, declared recently. Addressing his staff of thirty-two district superintendents at a school relief fund meeting, the head of the city school system made it clear that every principal should regard it as his first duty to see that every pupil within his care was well-fed and adequately clothed. He asserted this was the school's major objective during the present emergency. "What is the use of teaching arithmetic, geography, history or anything else to children who are hungry or without coats?" asked Dr. O'Shea. Figures presented at the meeting by Frederick D. Chambers, auditor of the Board of Education, showed total receipts of the teachers' relief fund to be about $400,000 since October 1. There was a balance of about $92,000 on January 1. It was brought out that teachers were contributing an average of $106,000 a month from their salaries. Members of the committee administering the fund said expenditures of $147,000 in December indicated that teachers might have to be even more generous than in the past with their contributions and carry the additional burden caused by the city's temporary inability to finance home relief work. It was said an average of 1.4 per cent of the teacher's salaries were being donated each month, and that many teachers gave as much as 3 per cent. to the fund.

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Spanish Students Protest "Exams"

MADRID.—No examinations, but shorter vacations, are demanded by the Federation of University Students here. The federation states that "examinations lead the student away from his real mission, which is not to be examined but to learn." They submit that the professor's judgment in collaboration with the class should be sufficient to pass any student. Vacations are asked reduced to the "indispensable minimum." At the same time, direct representation of the student body on the faculty is demanded. Active intervention by the students in the interior organization of the universities would be accomplished by electing at least one student from each course to speak and to vote on faculty councils. The number of Spanish universities is excessive, the students say. They propose that several schools be closed with a view to supplying greater facilities and a higher faculty standard for those that remain.

Owen Young Attends Home Town School

VAN HORNESVILLE, N. Y. — Owen D. Young went to school recently to receive instruction in civics. It happened at the opening of the up-to-date school which Mr. Young has presented to the village of his birth. Among the visitors at the opening exercises was F. M. Hammond, father of Maurice Hammond, principal of the school. The son suggested that the father, at the opening session, conduct the classes in geography and civics. "Fine," said Mr. Young, "I shall attend your course in civics," and he did. The new school is virtually complete except for the chemical and physics laboratories. Although these will be in use shortly, they will not be dedicated until May, when Madame Curie, the discoverer of radium, comes to Van Hornesville to participate in the exercises.

Prison Inmates Win Certificates

SAN QUENTIN, Cal.—One-fifth of the men in the state prison here received diplomas recently. The men—1096 of them—filed past a platform on which sat some of the foremost educators in California and received certificates showing that they had completed a three-months' course of study. Vierling Kersey, state superintendent of public instruction, delivered the "commencement address." He complimented them on their work and urged them to continue their studies. He informed them that he was going to report the results of their work to the federal commissioner of education in the hope that it will encourage other prisons to inaugurate educational systems on a large scale. The federal department of education, he declared, had stated that the most outstanding achievement in education in California for the year had been accomplished at San Quentin.

Change Admissions To Dartmouth College

HANOVER, N. H.—A new feature of the selective process by which a few outstanding applicants for admission will be selected a full year in advance of their entrance was announced by E. Gordon Bill, dean of freshmen and director of admissions at Dartmouth College. Through this new provision the men selected may be thrown more on their own resources and given freedom to follow scholastic lines of special interest to them during their last year of preparation. Twenty such candidates have already been chosen for admission next year. This new feature was recently approved by a faculty vote.

First Glass Cleaning In Six Centuries

OXFORD, Eng. — Early English stained glass in Merton College chapel was taken out recently for the first cleaning since about 1700. Some of the glass, which is thickly encrusted with dust, has not been touched for 620 years. The date of 1700 was found on one of the panels, and the same glass contains abusive remarks concerning his employer scratched by the glazier. So valuable is the Merton glass—the oldest in Oxford—that the cellar which has been set aside for the work is kept constantly locked. The work of cleaning and releading is expected to take two years.

Grins Between Grinds

Just How Big Is California?

A clergyman now residing in California was visiting last summer in Seattle where lives a granddaughter of eight summers. She had overheard much of his talk about the bigness and wonders of the Golden State. One evening as they were looking at the stars together, the little miss turned and said: "Grandpa, do you see those two big stars right up there? Well, one of them is as big as the United States, and I'll bet you the other is as big as California."

A Perfect Stranger

"Why, Mandy," said Mrs. Brown to the colored woman who did her laundry, "what in the world have you been doing to get arrested?"

"Ah ain't doin' nothin' 'tall, Mis' Brown," was the indignant answer. "All dis heah fuss is 'bout a lady named Miss Demeanor, and Ah ain't never even heahed of her befo.'"

He Wondered

The novelist's small boy had just been brought to judgment for telling a lie. His sobs died away, he sat for a long time in thought.

"Dad," he said at last, "how long will it before I stop gettin' licked for tellin' lies and begin to get paid for 'em, like you do?"

System

Men were digging a ditch in a wet, sticky soil that was in danger of flooding.

Young Foreman (shouting) — "All out!"

The men were out of the ditch like a flash.

Foreman (shouting)—"All in!"

The men tumbled back into the ditch, thinking that the call had been a false alarm.

Foreman (shouting)—"All out!"

Out tumbled the men.

Foreman (shouting)—"All in!"

And they disappeared once again in the ditch, grumbling a little.

After a half-a-dozen repetitions of this business the workmen became angry and asked the foreman what he meant by it.

One Workman (very demanding)—"What's the game? There's no water coming and there's no sign of a cave-in."

Foreman (smiling)—"I know there isn't, but I find that you fellows take out more dirt on your boots than you do on your shovels."

This Week on the Air

(Continued from page 142)

6.30 P. M. International Broadcast from Geneva, William Hard, WEAF.
6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

Saturday, February 13

11.30 A. M. Keys to Happiness, WEAF.
12.15 P. M. The Real George Washington, Chas. Colfax Long, WEAF.
12.30 P. M. National Farm and Home Hour, WJZ.
4.30 P. M. Saturday Matinee, a one-act play, WJZ.
5.15 P. M. America at Work, WJZ.
7.15 P. M. Laws That Safeguard Society, by Dean Gleason L. Archer, WEAF.
8.00 P. M. Civic Concert Service, from Chicago, WEAF.

Vitalize

By Harold M. Ladd

Brimfield, Mass.

When you find a school that's healthy,
And the teacher wears a smile,
Then the boys and girls are wealthy
In the things that are worth while.

Classes run with vim and vigor
When the captain signals "go."
As the starter pulls the trigger,
When the team puts on a show.

We can find that in a class
Of a near or distant school
Many fail, some others pass—
That should never be the rule.

If you work and pull together
In just the best way that you know,
Do each task a little better—
That's the way to live and grow.

Life is often what you make it;
School is none the less the same.
Teachers, pupils, all can fake it.
If they do—then who's to blame?

Let us vitalize our teaching
Even to the nth degree.
Do more work and less of preaching,
Show our personality!

We are proud of these our pupils;
We just love them, every one.
For they represent our jewels
When the work of day is done.

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